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ABSTRACT

A guide to the implementation of the Entry Level Skills Program (ELSP) and a conceptual framework for evaluation research is presented. Attention is directed to strategies for the attainment of goals and management of the ELSP project, which is a developmental program for freshmen students who have not acquired the full range or level of cognitive skills needed for college. Overall, the project was designed to provide professionals, and particularly women and minorities at the postdoctoral and predoctoral levels, the opportunity to design and implement the evaluation research component of the ELSP. The competency-based skills program is based on the planning, management, and evaluation (PME) systems concept to instruction and student testing using a standardized pre- and post-test battery and a series of criterion-referenced tests (e.g., the Comparative Guidance and Placement Program battery). The role that a management information system (MIS) plays in ELSP implementation and development is addressed, and a MIS open-systems model that can be utilized in the curriculum development process is presented, along with a theoretical model for the development of a PME plan for the ELSP. The process for the flow of information and data management is also described. The major functions of the PME are identified and defined: planning, organizing, coordinating, monitoring, and assessing. Additional objectives of the program--to assist participating institutions in the development of instructional systems (i.e., instructional strategies, recordkeeping, and classroom management)--are also noted. Various questionnaires, forms, flow charts, and data elements are appended, along with a bibliography. (SW)

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IMPLEMENTATION GUIDE

ENTRY LEVEL SKILLS PROGRAM

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ENTRY LEVEL SKILLS PROGRAM

IMPLEMENTATION GUIDE

INSTITUTE FOR SERVICES

TO EDUCATION

Office of Policy Analysis and Research

May 1980

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INTRODUCTION

The Entry Level Skills Program is a cognitively oriented developmental education program in communications skills, mathematics and science developed in collaboration with approximately 23 developing institutions.

Generally, the ELSP reflects the philosophy and educational practices of competency-based education and a number of other current approaches to teaching/learning, including mastery learning, interdisciplinarity, programmed instruction, and personalized instruction. The unique features of the program include: the preparation of disadvantaged students to cope with standardized tests as a normal part of the instructional process and related support systems; focus on the mastery of learning at a level indicative of moving disadvantaged students into mainstream higher education and, ultimately, mainstream jobs. Moreover, ELSP, emphasizes a holistic approach to curriculum design and evaluation.

Presented here is a guide to the installation of the ELSP, and an institutional-wide systems approach that will guide the project through various levels of implementation.

The ELSP Implementation Guide includes an overview of the ELSP and a conceptual framework for Evaluation Research. The guide focuses on managing the ELSP project and emphasizes strategies for the attainment of goals.

The Institute for Services to Education, Inc. (ISE) is well qualified to provide the services stipulated in this guide. Since its establishment in 1965, the firm has provided technical assistance to more than one hundred colleges and universities ranging in size from 400 to 40,000 students in thirty-six states and the aggregate territories of the United States.

The ISE staff includes individuals with diverse training and experiences in the developing institutions as well as other major institutions.

ISE does not separate faculty and curriculum development, but rather combines these two activities as they relate to the ELSP. The faculty is developed by increasing its capabilities in curriculum development using a team approach. Faculty representatives are involved in the following: development workshops; establishment of course goals and objectives; and in the writing of course modules and accompanying criterion-referenced tests.

The Entry Level Skills Program

Overview

The Entry Level Skills Program is a response to the need to translate the promise of equal opportunity and equity for the disadvantaged student in postsecondary education into a programmatic approach that guarantees results. Ultimately, the program aims to:

- improve student performance scores on standardized tests, including increasing students' median performance in reading, and improvement in basic computational skills.
- improve written auditory and verbal communications skills of entry level students.
- reinforce the abilities of the students to achieve and persist in a college environment through structured learning of academic procedures and processes.
- improve teaching strategies and the use of alternative approaches to instruction by assisting teachers in re-writing or supplementing their course outlines-syllabi to reflect standardized test content skills.
- assist institutions in implementing procedures for carrying out skill-building efforts within the framework of their administrative system, including fixing of responsibility at every level involved, the setting up (in collaboration with researchers and evaluators) of manageable recordkeeping, monitoring, and reporting activities and the documentation of system changes as required.

Implicit in the above set of objectives are a number of assumptions which are fundamental to making the program work. The ELSP recognizes the utility of standardized tests for distinguishing the better student from

the poorer student and, thereby, serving as a source of guidance for instructional planning. Of equal importance, the program underscores the interdisciplinarity of the concepts, processes and skills assessed through the use of such tests. That is, scholastic aptitude tests, whether in reading, mathematics or science, tend to examine a common set of verbal, analytical and critical thinking competencies, as well as specific competencies in test-taking. Further, mastery of such competencies requires an objectives-driven learning system which facilitates systematic diagnosis of where students are and the use of the results of diagnosis to prescribe the proper match between student needs and instructional plans.

Hence, the heart of the Entry Level Skills Program in concept and at its current level of development is systematic student assessment within the framework of an instructional management and reporting system ultimately aimed at guaranteeing equality of output for the disadvantaged in higher education.

Expected Outcomes

The primary expected outcome of the ELSP is an improved and expanded learning system which consists of a teacher's manual, syllabus, student manual for each of the discipline areas, a PME system, an appropriate test package and a monitoring system. Related outcomes of critical importance are:

- establishment of qualitative data bank, which includes detailed faculty logs, progress reports prepared by the ELSP director, the research coordinator, the ISE research staff and the Faculty and Curriculum Development Program staff; minutes of thellocal task force; reports of the ISE task force and an external panel of experts;
- quantitative data base addressed to the following: achievement as measured by the standardized test battery, criterion-referenced tests, and GPA's: attendance, attrition, and demographic/psychosocial characteristics;
- an improved student information and instructional management system in each of the participating institutions; and
- improved faculty and student performance in each participating institution.

Evaluation Research: A Conceptual Framework

In light of the current stress on total instructional accountability and documentation of program impact, it appears that the evaluation research component of the entry level skills program must meet two important requirements:

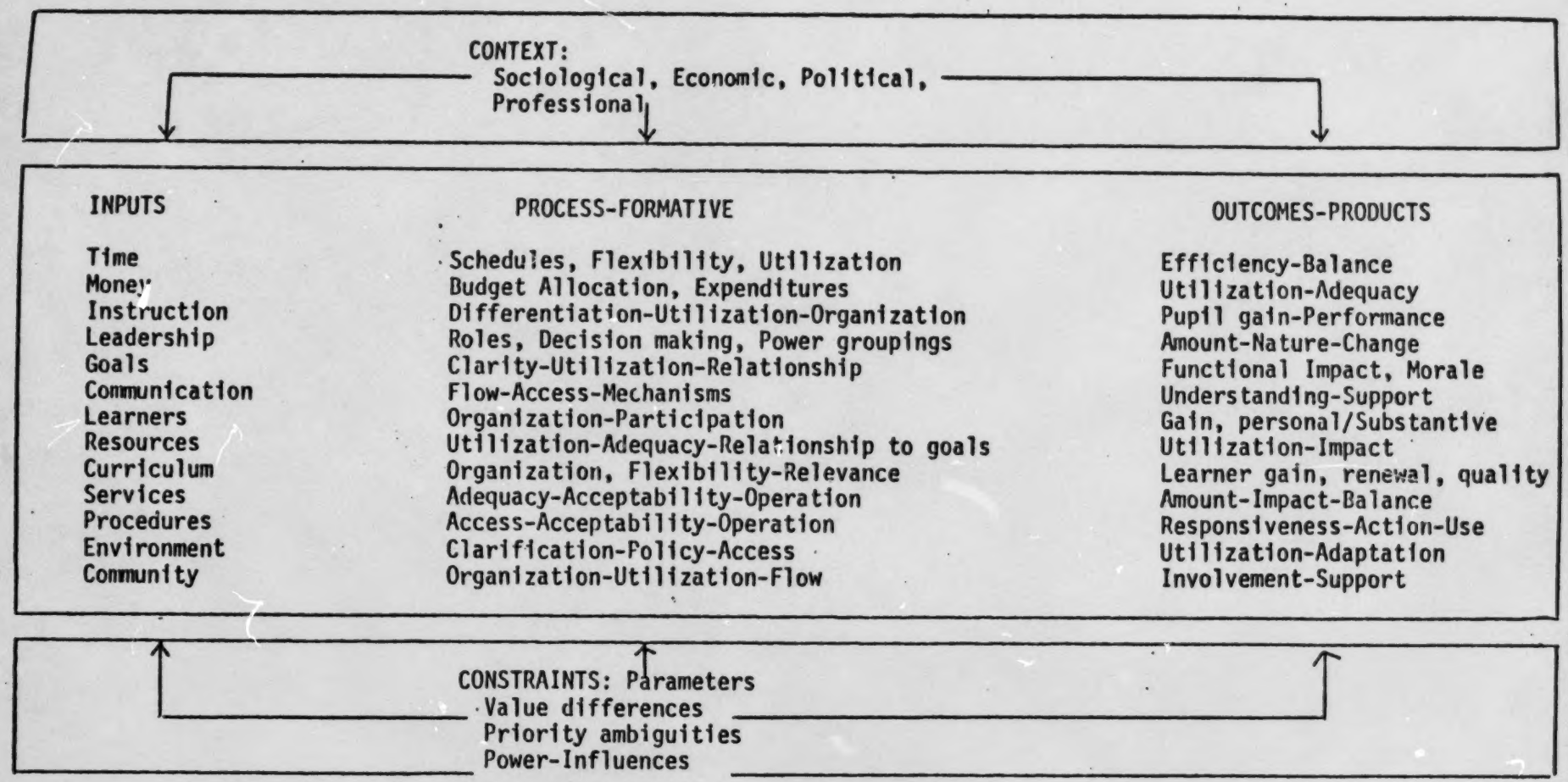
- Facilitate ongoing assessment of student needs, and (2) ongoing decision-making regarding performance objectives, course content, instructional strategies and placement of students.
- Facilitate systematic determination of the impact of the curriculum model on students enrolled in the program.

Implicit in these two requirements is a set of evaluation principles, or in essence, a philosophy of evaluation research, which deserves mention at this point.

- Evaluation research should be based on a sound understanding of (1) the purpose of evaluation; (2) what is to be evaluated (i.e., inputs, processes, or outcomes); and (3) how the results generated by evaluation research are to be used.
- Evaluation research should be designed to facilitate (1) instructional decision-making and (2) the determination of the effectiveness of instructional programs.
- Evaluation research should be multivariate in nature and comprehensive Decisions about the readiness of students to proceed to various points in the instructional program should be based on a variety of indicators; for example, GPA's, standardized test scores and behavioral ratings. Hence, the evaluation research approach should exemplify a sound synthesis of the use of both quantitative and qualitative data.
- Evaluation research should be systematic and vigorous, beginning with the initial point of instructional planning and continuing through program development, implementation and monitoring.
- Evaluation research should be dynamic, not static. As the instructional program unfolds, unanticipated events in the teaching-learning process may call for changes in the original plan.
- Evaluation research should be growth-oriented. The evaluation process should force us to think through what we're doing, to ask new kinds of questions and, perhaps, to propose new kinds of answers.

(Chart 1 summarizes a number of basic concepts which facilitate the establishment of a viable evaluation plan.)

CHART 1


CONTEXT:
Sociological, Economic, Political,
Professional
INPUTS
Time
Money
Instruction
Leadership
Goals
Communication
Learners
Resources
Curriculum
Services
Procedures
Environment
Community
PROCESS-FORMATIVE
Schedules, Flexibility, Utilization
Budget Allocation, Expenditures
Differentiation-Utilization-Organization
Roles, Decision making, Power groupings
Clarity-Utilization-Relationship
Flow-Access-Mechanisms
Organization-Participation
Utilization-Adequacy-Relationship to goals
Organization, Flexibility-Relevance
Adequacy-Acceptability-Operation
Access-Acceptability-Operation
Clarification-Policy-Access
Organization-Utilization-Flow
OUTCOMES-PRODUCTS
Efficiency-Balance
Utilization-Adequacy
Pupil gain-Performance
Amount-Nature-Change
Functional Impact, Morale
Understanding-Support
Gain, personal/Substantive
Utilization-Impact
Learner gain, renewal, quality
Amount-Impact-Balance
Responsiveness-Action-Use
Utilization-Adaptation
Involvement-Support
CONSTRAINTS: Parameters
Value differences
Priority ambiguities
Power-Influences

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A second characteristic implicit in an evaluation research plan is the systems approach. This approach becomes the basic theory that guides the development of the evaluation plan.

Needs analysis, feedback, the establishment of performance tasks, separating out component tasks are all characteristics of the systems modality. The systems modality also raises three basic questions essential to rational planning for evaluation research:

- Where are we going?
- How are we going to get there?
- How will we know when we have gotten there?

Based on the above requirement, the ELSP evaluation research model at the local level should be geared toward the utilization model (Patton, 1980). Emphasis should be on the evaluation of effort, process and treatment.

The effort approach is designed to provide an assessment of all entities required to successfully accomplish the goals. This includes--time, funds, space, equipment, etc., all factors that are necessary to accomplish the task. The process approach centers around the basic question of what is the present procedure. It is basically the creative component describing, developing, defining, and refining current implementation and practice, both quantitatively and qualitatively. Finally, the treatment approach measures intervention, the variable that is to make the difference, to what degree (if any), for whom and under what circumstances.

This conceptual framework represents various conceptualizations of the evaluation process (e.g., Stufflebeam, Krathwohl, Taba, Campbell, and Pattor). Although they differ in detail, each demonstrates a systems approach to evaluation and the need for the evaluation process to measure more than output.

In educational research, outcome evaluation is represented by pretest versus posttest performance on standardized achievement tests. This kind of outcome information is extremely inadequate. Simply knowing that outcomes are high, low, or different, does not tell decision-makers very much about what to do. What is missing is information about the actual implementation of the program being evaluated. Thus, where outcomes are evaluated without knowledge of implementation, the results seldom provide direction for action because the decision-makers lack information about what produced the outcomes.

MANAGING THE ELSP PROJECT

Institute for Services to Education's primary focus in the installation of the Entry Level Skills Program (ELSP) is to provide technical assistance in the development of a Management Information System (MIS) that will guide the project through the various levels of implementation.

Prior to program implementation, ISE will conduct an assessment of the institution's MIS capability and make recommendations that are compatible with the existing MIS resources.

A brief explanation of the pivotal role that a sound MIS plays in ELSP implementation and development follows. An MIS open-systems model, that can be utilized in the curriculum development process, is presented along with a theoretical model for the development of an ELSP Planning Management and Evaluation (PME) plan. The process for the flow of information and data management is also described. (See Appendix C).

The Role of MIS in ELSP Implementation

A Management Information System (MIS) is a collection of facts, procedures, people and (often) machines which develop information designed to serve as a basis for decision making and policy formation. It is important to realize that a MIS cannot work effectively without the involvement and commitment of the various people that play an essential role in the institution's decision making process. These include: students, faculty, counselors, data coordinators, program directors, ISE consultants, the academic dean, and the president of the institution. Involvement and commitment, in this context, can be defined as a thorough understanding of the ELSP objectives as well as an understanding of the importance of generating and maintaining ac-

curate data that will facilitate the attainment of the program's instructional and administrative goals.

Another basic requirement to the proper functioning of a MIS is the accuracy and timeliness of information. This is quite an important aspect as it is not uncommon for a counterproductive situation to exist in a program for some time before it is brought to the attention of program managers. It is also not uncommon for the situation to continue for a period of time before corrective action is implemented. Herein lies one of the basic values of a MIS. Situations that require corrective managment action are detectable sooner and they can be clearly and accurately defined.

Detection, of course, is only one side of the coin. Detection of problems and/or opportunities demand decisions. Evaluation of the implications and results of decisions are critical areas of the MIS. Uncertainties underlie every decision. The bigger the decision, the more desirable it becomes to predict and offset risks. As a management decision begins to impact on the current operations of the ELSP project an effective MIS should be able to provide immediate feedback to program managers concerning the results of their actions. As a result, adjustments or corrections to refocus on project objectives can be made on a more timely basis than is ordinarily possible.

It cannot be stressed strongly enough that a MIS cannot be implemented until users are properly trained. Proper training ensures conformity with project guidelines and also fosters an ambiance of security and knowledge which is prerequisite to involvement and commitment. A necessary focus of ISE is therefore to provide training and on-going assessment of the management and instructional aspects of the ELSP.

As with any other successful undertaking, success lies in the finding of a proper balance between responsibility and authority. This brings the program into reality. A vital first step is to organize personnel and policies. Decision makers and information users must be informed and thoroughly convinced of the need for the system. This, in itself, makes initiation of a MIS design high in both priority and importance.

The following description of an open-systems model is presented as an example of a functional MIS.

A Management Information System Model

Figure 1 illustrates a simplified picture of an open system model containing the basic components of a management information system (MIS).

The MIS is made up of five systematic information loops which feed information to decision makers. They are: a "market future" loop; an "external feedback" loop; an internal "quality control" feedback loop; an internal "personnel support" feddback loop, and a "pending resources" loop. Based on systematic information received from the five loops, the decision makers can carry out an on-going process of institutional development that is in balance with the environment.

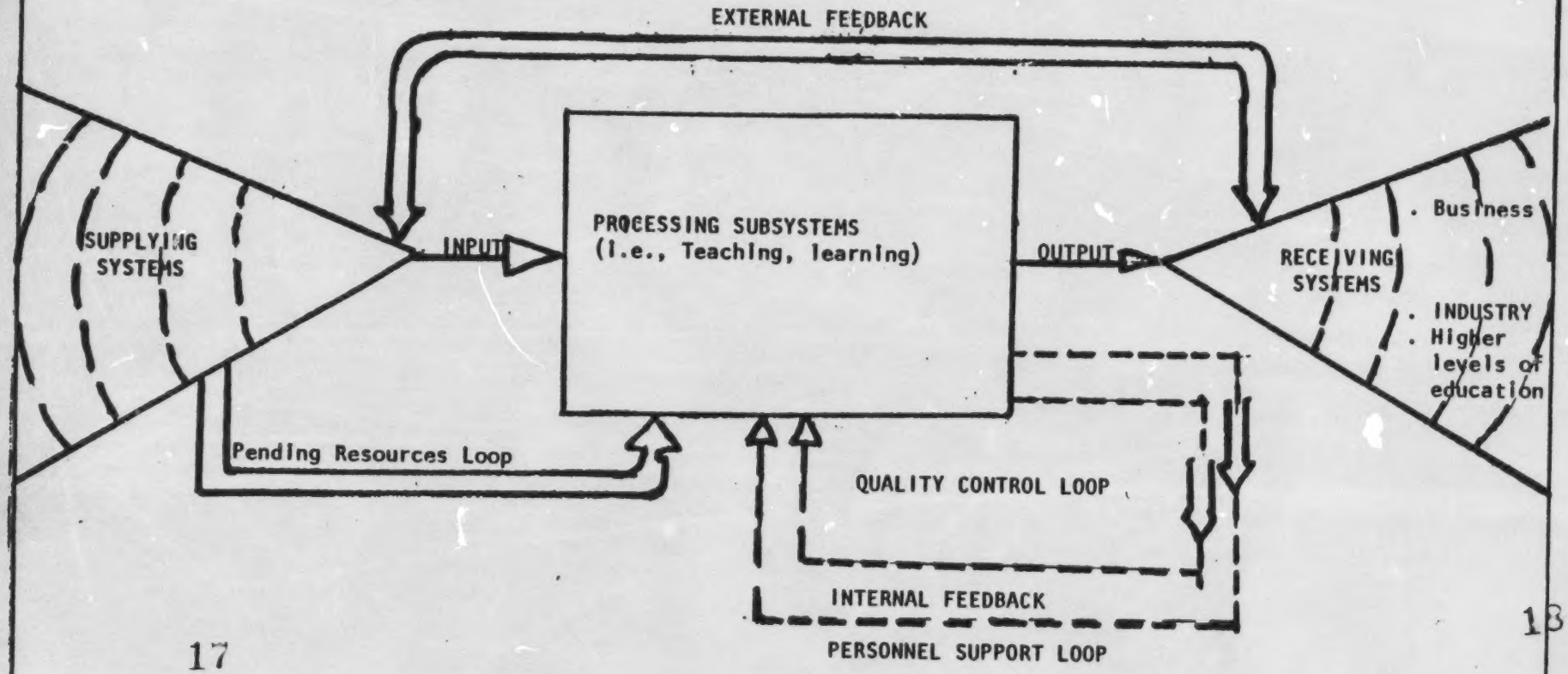
The special characteristics of the information loops and the decision makers' control mechanism which make up the MIS are as follows:

The "Market Future" Loop. This information cycle closely monitors the changing needs of the market places (which receive graduates) by accumulating such information as specific person-resource projections, new work technologies, changing college admission requirements and job skill breakdowns.

The "External Feedback" Loop. This information cycle informs decision makers about the level of success the output or 'student) has on the market

FIGURE 1

MIS OPEN SYSTEMS MODEL



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place. This type of feedback can be obtained through follow-up studies, telephone calls and letters exchanged between educators and employers, discussions with graduates and on-site visits by educators to those institutions which receive graduates.

The Internal Feedback "Quality Control" Loop. This information cycle provides data on the effectiveness of the teaching-learning process as derived from comparing test scores with pre-determined objectives. The test scores can be from standardized tests, criterion-referenced tests or teacher-made tests. Measures of the teaching-learning process are important because they inform the teachers and administrators about student achievement, and classroom instruction. However, the measures do not necessarily tell the educators if they are teaching the right things in the first place. The "market future" loop should be depended upon to provide information about program content.

The Internal Feedback "Personnel Support" Loop. In order for a program to be successful, there is a need for support from the people who are directly involved, such as parents, students, teachers and administrators. The "personnel support" information cycle provides data on the degree of backing or resistance that key individuals lend to specific programs. Programs that otherwise seem desirable and feasible as determined by information loops may fail completely if sufficient backing is not received from personnel. In fact, a program is doomed to failure if full support is not provided by decision makers.

The "Pending Resources" Loop. This information cycle provides decision makers with a picture of the human resources and material resources that a school will receive over a period of time. These data set parameters around what is economically feasible in the way of projects for the students entering the education system.

The decision makers of the school serve as the "control mechanism" for the MIS and are recipients of data derived from the five systematic information cycles already defined: information on the changing nature of the market place; information comparing internal measures of student performance against pre-determined objectives; information on what happens to the output once it arrives on the market place; information on the availability of resources to support specific programs; and information on the levels of support and resistance found among the personnel who will be directly involved or affected by the program.

PLANNING, MANAGEMENT AND EVALUATION (PME): A THEORETICAL MODEL:

The planning, management and evaluation system (PME) that can be utilized for the ELSP, can be described as a process of decision making leading to the implementation and accomplishment of project goals by the execution of a set of tasks by people within time, cost and performance specifications. The major functions of the PME can be divided into five categories and defined as follows:

Planning: a set of initial definitions about the allocation of resources and human effort to an optimal set of tasks, to attain specific desired goals.

Organizing: involves the arranging of selected people in patterns of relationships relative to authority, responsibility, roles and accountability to facilitate accomplishment of desired goals.

Coordinating: involves the employment of diverse forms of human interaction aimed at leading, motivating and guiding people in performance of their tasks.

Monitoring: involves the detection of what is actually happening,

the analysis of the deviation from what is actually occurring and its resulting solution (decision), and the implementation of corrective actions to ensure successful accomplishement of the goals.

Assessing: involves the development of procedures and necessary instrumentation for gathering data about the performance of the development/management systems for the purpose of decision-making about improvement.

Some specific examples of actions that should be carried out within each of these functions by either faculty, administrators or both, follows:

The planning function is the first and most essential function, and the quality of the system depends on the thoroughness with which it is performed. The key components of the planning function are:

- Setting goals
- Specifying work to be done
- Descriptive flow of the tasks
- Determining time schedule
- Determining costs and people-resource needs
- Developing a budget

The organizing function of management is concerned primarily with assignment of job responsibility. The components of this function are:

- Definition of jobs
- Assignment of specific tasks
- Establishing lines of responsibility and accountability
- Establishing working relationships

The coordinating function of management is essential to the completion of the system objectives and primarily involves the human interaction of

the management system. It includes:

- Developing methods of communication
- Identifying needs of the staff or other people who play a role in the instructional process.
- Developing a reward system based on the needs assessment.

Of these, communication is the most crucial element. It must be an open two-way process. Managers must have specific methods of getting feedback and should also have a mechanism for providing relevant information.

Monitoring is the next function of management. Monitoring is primarily concerned with identifying any deviation from the plans of the system. Monitoring includes:

- Identifying the deviation between what is planned and what is happening, through the communication process
- Clarifying problem areas
- Analyzing problem areas
- Collecting the information
- Drawing conclusions from the information
- Making decisions about the system

Assessing is the last function and is concerned primarily with the design and process for gathering data about the development/management system for the purpose of deciding what part of the system should be improved. Assessing includes:

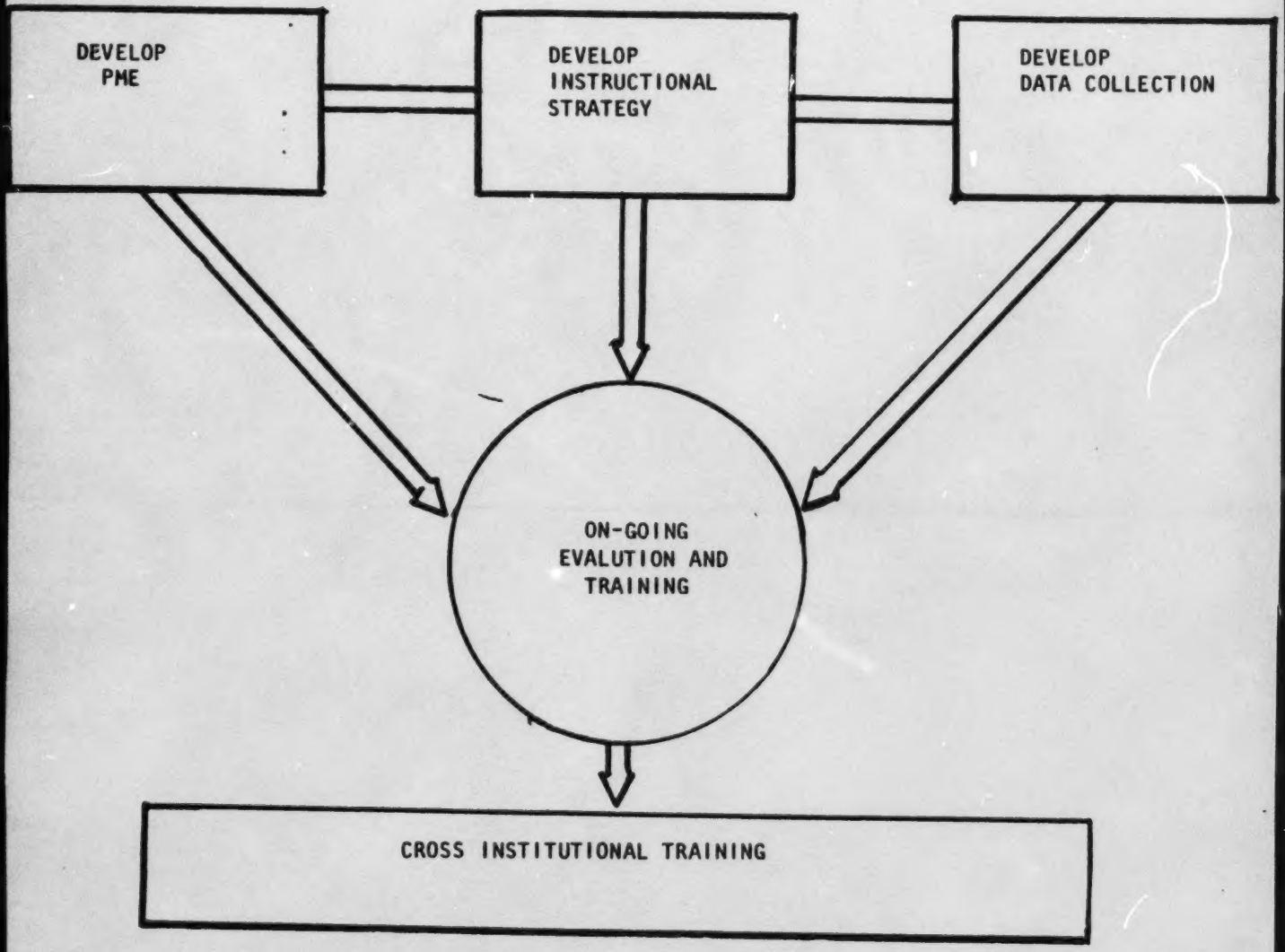
- Defining the purpose of assessment
- Determining the kinds of information that should be collected
- Determining how the information should be collected and analyzed
- Collecting the information
- Drawing conclusions from the information
- Making decisions about the system

Once all five functions (planning, organizing, coordinating, monitoring and assessment) have been applied, managers -- be they faculty, administrators, curriculum developers or other staff -- will have a detailed operational plan, be organized to comlete the project, have a coordinating system established, be informed as to progress and have a specific design for assessing the management of the entire project.

ISE management consultants will focus special attention on assisting participating institutions in designing an efficient PME system that accomplishes the objectives of the Entry Level Skills program. Figure 2 depicts the concurrent phases of a PME that will be tailor-made for each participating institution. Chart 2 illustrates the functions of the PME system that can be used as an initial discussion item in developing the ELSP institutional PME. This chart also itemizes information pertinent to each function within the ELSP project.

FIGURE 2

ELSP IMPLEMENTATION MODEL



DATA MANAGEMENT:

The collection, organization, storage and retrieval of data in useable form is critical to the successful implementation of the ELSP project. Consequently, the data management component of the project will include, in the initial stage of development, an information system designed to generate instructional management reports, administrative reports, and flowcharts summarizing the documents, personnel and functions of the data management system. Additionally, to facilitate the manual and computerized data management effort, a data elements directory and coding system will be developed.

ISE consultants will assist in establishing procedures for the management of data and will provide necessary forms and train appropriate staff in the collection and synthesis of project information.

Following is a brief description of the instruments utilized to collect program data.

instrumentation:

Reflective of the goals and objectives and underlying assumptions of the overall curriculum model, the assessment program of the ELSP includes both the use of standardized and criterion-referenced tests.

The pre-test package includes the Comparative Guidance and Placement Test Battery, the ISE Student Information Survey From and the ISE Faculty and Administrator Survey Form.

CHART 2

PLANNING, MANAGEMENT, AND EVALUATION

COMPONENT	DATA COLLECTION INSTRUMENT	PERSONNEL
I. Planning		
Goals	General School Characteristics Questionnaire Component Director's Interview Schedule	Decision-makers
Resources		
Human Efforts		
Task		
Time Schedule		
Budgeting		
II. Assessment		Program Director
Purpose	Needs Assessment	
Determine data to be collected		Decision-makers
Instrumentation		
Data Analysis	Questionnaire Interview Guide	Data Coordinator Instructors
Decision-making		
III. Coordinating		
Methods of Communication	Organizational Chart	
Staff Needs		
Program Instruction Process	Needs Assessment	Decision-makers
Reward System		
IV. Monitoring		
Identify Problems	Instructor's Charts M1-M6 Criterion Reference Test Faculty Log	
Clarifying Problem Area		
Analyzing Problem Area		Data Coordinator
Developing and implementing corrective measures		Instructors
V. Organizing		
Define Jobs	Needs Assessment	Decision-makers
Assign Specific Tasks		
Line of Responsibility and Accountability		
Work Relationships		

CHART 2 (continued)

CLASSROOM INSTRUCTIONAL SYSTEMS IMPLEMENTATION

COMPONENT	DATA COLLECTION	PERSONNEL
I. Record Keeping	Instructor's Log	Student/Instructor
Student Records		
Class Records		
Attendance		
Test		
II. Planning	Instructor's Log	Instructor
Resources		
Goals		
Activities		
Assignments		
Time Schedule		
Training Students		
Instructional techniques	Student Evaluation Report	Student/Teacher
Large Groups		
Small Groups		
III. Material	Criterion Reference Test	Student
ELSP		
Curriculum	Student Evaluation Report	
IV. Monitoring		
Work Process	Instructor's Log	Student/Instructor
Individual Curriculum		
Activities		
V. Assessment		Instructor
Student Needs	CGP (Pre, Post)	Student/Instructor
Curriculum	CRT	
Grading System	Faculty Survey	
Student Self-Assessment	Student Evaluation Report	Student
Recycling	Instructor's Log	Instructor

CHART 2 (continued)

TRAINING

COMPONENT	DATA COLLECTION	PERSONNEL
I. In Service		ISE Staff
PME System Implementation Data Collection and Dissemination Curriculum (ELSP) Implementation Process: Record Keeping Report Writing Materials Testing Program	ELSP Instruments*	Participating Institution's Decision Makers and Information Users
II. Training (Cross Institutional)		ISE Staff/Instruments
Summer Workshops based on Identified Needs	ELSP Instruments*	Participating Institutions' Staff

* Collaborative Planning

Test Instruments-Students:

The Comparative Guidance and Placement (CGP) Test Battery which is prepared by the Educational Testing Service, is designed to assist two-year, vocational technical institutes and four-year colleges with open door admission policies, and in making decisions about curricular guidance placement.

Five of the six placement tests of the battery are included in the ELSP assessment program: Reading, Written English Expression, Applied Arithmetic Computation and Elementary Algebra. Administration of the total test battery requires 1 hour and 50 minutes exclusive of the time for self-scoring.

The posttest battery of the assessment program includes the use of the same form of the Comparative Guidance and Placement Tests Battery, the Student Evaluation Questionnaire and the Counseling Questionnaire. The Student Evaluation Questionnaire examines students' perceptions of the ELSP. Questions are raised about the kinds of learning activities provided, the leadership style of teachers, whether the course was related to the students' background of experiences, whether the course implemented students' motivational systems and the students' endorsement of the program. The Counseling Questionnaire aims to determine the students' awareness and utilization of ELSP counseling services, as well as the effectiveness of such services.

The criterion-referenced test package includes a mastery test and a series of unit tests for each of the disciplines as follows:

- Communication Skills

  Reading: mastery, 2 unit tests

  Writing: mastery, 4 unit tests

  Mathematics: mastery tests, 8 unit tests

- Biology: mastery tests, 4 unit tests

These tests, which sample the extent to which students have mastered or have not mastered a specified set of objectives, are the foundation of the assessment program. The mastery test, which is administered prior to and at the end of each semester, facilitates diagnosis of the students' mastery of the objectives for the entire course. The unit tests, which are administered prior to and at the end of specified instructional sequences throughout the semester, assist faculty in (1) assessing the students' performance on an on-going basis and mastery of objectives throughout the semester and (2) prescribing responsive instructional plans, including the use of support services such as personal counseling and academic tutoring.

Each test package (standardized and criterion-referenced) includes guidelines for the administration and scoring of tests as well as the use of such information in planning educational opportunities.

Background information on students is provided through the Student Information Survey Form. Specific catergories of student characteristics investigated include demographics (i.e. race, age, financial aid, education and occupation of parents); self-concept, feelings about racial preferences regarding the delivery of educational services; and educational plans (Appendix B)

Personnel:

The Faculty and Administrator Survey Form is designed to provide background information on all staff participants in the ELSP. The survey form investigates four categories of behavior regarding faculty and administrators: background of experience (e.g., training, previous work experience); current position, including academic rank and teaching load; orientation to the ELSP; and attitudes toward selected educational goals (Appendix B)

Management Reports:

Currently, the information system of the ELSP assessment program includes seven reports. (See Appendix B)

The M-1 report summarizes the results of the Comparative Guidance and Placement tests and can be used at the program level and the course level. This report is used to randomly assign students to classes as well as to determine the performance level of students from a global perspective upon entry into the program. At the course or instructional level, this report is used to summarize the standardized test scores of individual classes.

The M-2 report is the Class Performance Analysis which summarizes the performance of students on the criterion-referenced tests by class and individual student. This report is used to diagnose student mastery of objectives and to prescribe the appropriate learning opportunities.

The M-3 report is an Item Analysis which further facilitates the diagnostic process and curriculum revision. This report facilitates identification of items which need to be revised, deleted or retained as written. The report also provides assistance in identifying difficulties of the class as a whole and analyzing student and class performance on each item.

The M-4 report is a comparison of pre and post CRT scores and assists faculty in determining the growth of individual students and the class at the end of each period of treatment based on the total number of correct answers. The report provides the pre-test and post-test scores for each student, and, further, the percentage gain.

The M-5 reports on the frequency distribution of total correct responses and presents the distribution of total correct responses by number and percent of students. This report is useful in determining the extent to which the class mastered a selected group of objectives for the

mastery tests and interim tests as well as variability in scores and making comparisons between pre-test and post-test data.

The M-6 report gives cumulative percentage gain in CRT performance, summarizes the percentage gain achieved by individual students and class for all CRT's and the cumulative gain sustained over a period of time. This report is useful for assessing the progress which students have made during the semester.

The M-7 report facilitates the summarizing of cost data for the ELSP per semester.

M-1 is primarily for the use of program directors and data coordinators; M-2 through M-6, for faculty in support of the instructional management process; and M-7, for the program directors and data coordinators.

Three forms other than the management reports themselves are included in the assessment program. A referral form is provided for requesting counseling resources. This form prescribes the kinds of services required, including the identification of objectives and related instructional materials and techniques. The bottom of the form is for summarizing the results of such assistance, including the objectives mastered or not mastered, the materials used, and recommendations for further improvement.

The remaining two forms are used for summarizing class attendance and attrition by month and the reason for withdrawal. All three of these forms are to be incorporated in the faculty log, a document used in the pilot study for documenting the results of the criterion-referenced tests.

A pre-assessment questionnaire (See Appendix B) is utilized by ISE personnel to obtain information regarding students and participating institutions prior to program implementation.

Appendix C illustrates a flow of information process for managing the project.

Institute for Services to Education's Strategies for Implementation of Program Goals

The Institute for Services to Education in cooperation with participating institutions will develop a model for the implementation of program goals.

Following is a list of the five major goals of the ELSP project and recommended actions to insure optimal program implementation.

GOAL: To develop a planning management and evaluation (PME) framework which is compatible with the institution's Planning, Management, and Evaluation (PME) system.

ACTIONS:

- Assessment of the institution's current PME
- Dissemination of results to decision makers
- Collaborative planning to assist institutions in the development or refinement of current PME
- Develop custom-tailored ELSP PME that is compatible with the institution's system
- Training workshops focusing on the ELSP PME system
- Periodic evaluation of the effectiveness of the PME and to make recommendations to upgrade and update the system.

GOAL: To implement a research evaluation plan for ELSP that is compatible with the institution's planning, management, and evaluation (PME) system.

ACTION:

- Assessment of the level of implementation of ELSP
- Dissemination of results to decision-makers
- Collection of data (e.g., implementation process, student data, supportive programs)
- Analysis of data
- Document, publish, and disseminate results
- Collaborative planning to assist in the refinement of the implementation process.

GOAL: To assist participating institutions in the establishment and implementation of a viable data collection, processing, analysis and reporting system.

ACTION:

- Assessment of the institution's current approaches to data management including assessment of resources and capabilities
- Collaborative planning with the institutions' administration and support staff regarding approaches to data management and dissemination of the results of assessment
- Assistance in implementing a data management effort for the ELSP project that is compatible with the institution's capability and resources
- Assistance in establishing lines of communication and authority to maximize the data management effort
- Provide institutions with requisite forms and instruments for data collection processing, analysis, and reporting
- Conduct training workshops focusing on the data management effort
- Periodic assessment of implementation process, make recommendations for updating and upgrading data management
- Monitor data management effort on an ongoing basis
- Publish and disseminate information to the institution's decision-makers.

GOAL: To assist in the development of instructional systems (i.e., instructional strategies, recordkeeping, classroom management)

ACTIONS:

- Assessment of the level of curriculum (ELSP) implementation
- Dissemination of results to decision makers
- Collaborative planning with administrators and faculty
- Development /refinement of instructional approaches, and classroom management practices
- Periodic documentation of classroom implementation and on-going feedback of findings
- Coordinate and implement training workshops

GOAL: To provide on-going in-service training and summer workshops focusing on individual and group needs of program participants.

ACTIONS:

- Assessment of training needs
- Dissemination of results to decision makers
- Collaborative planning to develop a priority list of training needs. Development strategies to improve skills of program participants
- Coordinate and implement training
- Document, publish, and disseminate results and training efforts.

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APPENDIX A

QUESTIONNAIRE USED BY CURRICULUM
FACULTY DEVELOPMENT STAFF

Rationale: This questionnaire attempts to get at:

- Whether students are adequately prepared for college work, at the latest, by the end of their first three semesters
- Instruments used to assess this preparation . . .
- Kind of data available that will demonstrate the degree of preparation
- Creation of an awareness of how to meet the needs of students poorly serviced by the secondary school system, in terms of programs, methods, materials, monitoring, etc.

1. What percentage of _____'s full time freshman have ninth grade level or below skills in:

	Numbers	%	Tests used
a. English usage	_____	___	_____
b. Reading	_____	___	_____
c. Quantitative reasoning	_____	___	_____

This supposes measurement by use of standardized achievement tests or diagnostic measures.

2. Does _____ have a policy pertaining to minimal level skills required in the above categories for going beyond the second year of college? If yes, then please describe. (Use supplementary sheet)

3. Do administrators and supervisory personnel responsible for general education courses covering the above listed areas take entry level skills into account when: a) orienting teachers of high risk students? b) planning instructional strategies? and c) selecting course materials? If yes, please explain. (Use supplementary sheet)

4. Are student services in place to supplement the above? e.g. personal and vocational counseling, tutorial services, training leading to improved study skills, etc.

Questionnaire used by Curriculum
Faculty Development Staff Con't

5. What kind of data are collected or methods used to: 1) ensure the correct selection in the three skill areas identified in item 1 and 2) facilitate monitoring and evaluation of performance in the areas described?

6. Can you estimate additional cost, if any, that these programs entail over the general curriculum? If so, what is the estimated dollars or percent of additional cost per student? (Use supplementary sheet)

7. Does the above impact on the numbers and percentages of students: 1) graduating; 2) going on to graduate and professional schools?

This questionnaire is designed to help ISE Curriculum and Faculty Development staff assess:

1- the degree to which students' academic needs are recognized

2- the degree to which programs are in place to meet these needs.

Questionnaire used by Curriculum
Faculty Development Staff Con't

SUPPLEMENTARY SHEET

APPENDIX B

Management Reports are basically summaries, comparisons and statistical analyses of student performance on the CGPP and CRT testing components. These reports which are generated periodically for both the Pretest and Post-test stages are key items in the program evaluation stage.

The Management Reports are listed below and samples are provided on the following pages.

M1 - Results of Comparative Guidance and Placement Test (CGPT);

M2 - Class Performance Analysis (on the CRT);

M3 - Item Analysis (on the CRT);

M4 - Comparison of Pre and Post-test CRT Scores;

M5 - Frequency Distribution of Total Correct Responses; and

M6 - Cumulative Percentage Gain in CRT Performance.

Other Source Documents

Other Source Documents provide information on students, faculty and institutions. These documents also are key elements of the program.

The source documents which are to be generated are listed below, and samples are provided on the following pages.

Student Information Survey Form

Faculty and Administrator Survey Form

Institutional Inventory

Faculty Log

M1

Results of Comparative Guidance and Placement Tests

Entry Level Skills Program

Pre-Test:_____ Posttest:_____

Name of Institution:_____ Date of Test:_____ Data Coordinator:_____

Student Group:_____ Course Title:_____ Section:_____ Instructor:_____

		READING			WRITTEN ENGLISH EXP			APPLIED ARITIMETIC			COMPUTATION			ELEMENTARY ALGEBRA		
STU I.D.	NAME	TTL COR	STD SCR	PERC	TTL COR	STD SCR	PERC	TTL COR	STD SCR	PERC	TTL COR	STD SCR	PERC	TTL COR	STD SCR	PERC
CLASS SUMMARY:	MEAN															
	S.D.															

Class Summary: Mean ICOR: _____

S.D: _____

Mean COR: _____

S.D.: _____

CLASS PERFORMANCE CRT ANALYSIS

Entry Level Skills Program

PreTest: _____ Posttest: _____

CRT No: _____ Unit: _____ Date of Test: _____ No. of Students: _____ No. of Items: _____

Course Title: _____ Section: _____ Subject: _____ Instructor: _____

STU I.D.	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	60	TTL ICOR	% ICOR	TTL COR	% COR	TTL M-A

M3

ITEM ANALYSIS CRT

Entry Level Skills Program

Pre-Test:_____ Posttest:_____

CRT No.:_____ Unit:_____ Date of Test:_____ No. of Students:_____ No. of Test Items:_____

Course Title:_____ Section:_____ Subject:_____ Instructor:_____

TIL CLASS										UPPER THIRD										LOWER THIRD									
Item	A	B	C	D	E	N-A	%INC	%COR	DISC	Item	A	B	C	D	E	N-A	%INC	%COR	DISC	Item	A	B	C	D	E	N-A	%INC	%COR	DISC
1										1										1									
2										2										2									
3										3										3									
4										4										4									
5										5										5									
6										6										6									
7										7										7									
8										8										8									
9										9										9									
10										10										10									
11										11										11									
12										12										12									

M4

Comparison of Pre- and Post-CRT Scores

Entry Level Skills Program

Mastery Test: Interim Test:

CRT No.:_____Unit:_____Pre-Test Date:_____No. of Students:_____Posttest Date:_____No. of Students:_____

Course Title:_____Section No.:_____Subject:_____Instructor:_____

Student I.D.	Student Name	Pre-Test	Posttest	%Gain

Class Summary: MCOR____ MCOR____ Mean Gain

S.D.____ S.D.____

M5

FREQUENCY DISTRIBUTION OF TOTAL CORRECT RESPONSES

Entry Level Skills Program

Mastery:_____ Interim:_____

CRT No.:_____Unit:_____Date of Test:_____No. of Students:_____No. of Items:_____

Course Title:_____Subject:_____Section:_____Instructor:_____

TTL SCO No. of STU % of STU

STATISTICS:

Mean:_____

S.D.:_____

Range:_____

REFERRAL FORM

Entry Level Skills Program

Date of Referral: __/__/__

Student Name:_____ I.D. Number:_____ Instructor:_____

Course Title:_____ Subject:_____ Section: _____

This student needs help in the following:

Prescription

Objective # 1 _____ _____

_____ _____

_____ _____

Objective # 2_____ _____

_____ _____

_____ _____

Objective # 3_____ _____

_____ _____

_____ _____

Results of Referral Service

Tutor:_____ Tutoring Period:_____

1. Student mastered Objective(s) #_____

Used prescribed materials_____ Used other materials_____ Used both_____

2. Student did not master Objective/(s) # _____

Recommendation:_____

_____

3. Student needs help with entry behaviors relating to Objectives #_____

Counselor:_____ Date:__/__/__

INSTITUTE FOR SERVICES TO EDUCATION

STUDENT INFORMATION SURVEY FORM

ENTRY LEVEL SKILLS PROGRAM

Please Print: Your Name _____

Social Security Number _____/_____/_____

Current Address _____
Number and Street

_____
City State Zip Code

Permanent Address _____ _____
Number and Street

_____
City State Zip Code

Date of Birth _____ Place of Birth _____
Month Day Year

STUDENT INFORMATION SURVEY FORM

DIRECTIONS: The information requested in this survey form will help us to learn more about your background, educational plans, and feelings in regard to your potential for academic success. Please respond to each question carefully.

Your response will be read by an optical scan reader. Your careful observance of these few rules will be very important:

(1) Make heavy marks that fill the circles.

(2) Erase cleanly any answer you wish to change.

(3) Write only in designated areas.

(4) Answer all applicable questions.

---

1. Name of high school last attended:

Anacostia . . . . . ____

Wilson . . . . . ____

Spingarn . . . . . ____

Dunbar . . . . . ____

Cardozo . . . . . ____

Roosevelt . . . . . ____

Coolidge . . . . . ____

Chamberlain Vocational . . . . . ____

Bell Vocational . . . . . ____

Other (Specify) . . . . . ____

2. The geographic location of your last high school was in:

S.E. . . . . ____

N.W. . . . . ____

N.E. . . . . ____

S.W. . . . . ____

Suburban . . . . . ____

Other (specify) . . . . . ____

3. The racial composition of your high school was: (Mark one) . . . . . ____

All or predominantly white . . . . . ____

All or predominantly black . . . . . ____

4. Did you graduate from high school: Yes . . . . . ____

No . . . . . ____

5. If yes, give the year you graduated:

1979 . . . . . ____

1978 . . . . . ____

1977 . . . . . ____

1976 . . . . . ____

1975 . . . . . ____

1974 . . . . . ____

Other (specify) . . . . . ____

6. Race:

White . . . . . ____

Black . . . . . ____

Hispanic . . . . . ____

Asian . . . . . ____

Native American . . . . . ____

Other (specify) . . . . . ____

7. Number of dependent children:

One child . . . . . ____

Two. . . . . ____

Three. . . . . ____

Four . . . . . ____

Five or more . . . . . ____

None . . . . . ____

8. Employment status:

Currently employed full time . . . . . ____

Currently employed part time . . . . . ____

Currently unemployed . . . . . ____

9. Employment status of spouse:

Employed . . . . . ____

Unemployed . . . . . ____

10. Family income level:

Less Than $4,000 a Year . . . . . ____

$4,000 - $5,999 . . . . . ____

$6,000 - $7,999 . . . . . ____

$8,000 - $9,999 . . . . . ____

$10,000-$12,999 . . . . . ____

$13,000-$14,999 . . . . . ____

$15,000-$16,999 . . . . . ____

$17,000-$18,999 . . . . . ____

$19,000 and Over . . . . . ____

11. What is the dollar amount of the scholarships, grants, loans and/or college work-study which you presently receive? Write dollar amount in the space below for each kind of aid you are receiving this year. Write none if you are not receiving this kind of aid.

Type of Aid	Amount
Basic Educational Opportunity Grant	_____
Supplemental Educational Opportunity Grant	_____
State Scholarship/Grant	_____
College Grant (other than above)	_____
Federal Guaranteed Student Loan	_____
National Direct Student Loan	_____
Other College Loan	_____
Other Loan (specify)	_____
College Work Study Grant	_____

Type of Aid (Continued) — Amount

G. I. Benefits . . . . . _____

Social Security . . . . . _____

None . . . . . _____

Other (specify) . . . . . _____

State Aid (specify) . . . . . _____

12. What is the total amount of aid you are presently receiving from all sources: . . . . . _____

13. Do you receive any other supplemental income from the following sources:

Parents. . . . . _____

Other relatives . . . . . _____

Employment . . . . . _____

Loan . . . . . _____

Spouse . . . . . _____

Other (specify) . . . . . _____

14. Are you financially independent of your parents?

Yes _____

No _____

15. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 _____

2 _____

3 _____

4 _____

5 _____

6 or more _____

16. How many of these dependents other than yourself are attending college?

None _____ 2 _____ 4 or more _____

1 _____ 3 _____

17. What was the highest educational level that each of your parents or guardian(s) completed? If you are not sure, please give your best guess. In the column headed "Father" mark one space to show the highest educational level achieved by your father. Do the same for your mother in the column headed "Mother." Please answer this question even if your parents or guardian(s) are deceased.

(Mark one number in each column)

	Father or Male Guardian	Mother or Female Guardian
Some grade school or less	____	____
Finished grade school	____	____
Did not complete high school (12th grade)	____	____
Some business, vocational, technical or trade school	____	____
Finished business, vocational, technical or trade school	____	____
Some college (including two-year degree)	____	____
Finished college (four-or five-year degree)	____	____
Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree	____	____
Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)	____	____
I don't know	____	____

18. From the list below, select the type of work which comes closest to the job your father usually has and mark the number in the column headed "Father". Then do the same for the job your mother usually has and mark the number in the column headed "Mother". If one of your parents or guardians is currently unemployed, retired, or deceased, pick the type of work this parent usually did. (Mark one number in each column)

	Father or Male Guardian	Mother or Female Guardian
Laborer or Service Worker: such as factory or farm worker, bus driver, taxi driver, mine worker, construction worker, waiter or waitress, gas station attendant, gardener, cook, maid, custodian, guard, fireman, policeman, seamstress, beautician or barber, practical nurse	_____	_____
Craftsman or Foreman: such as carpenter, mechanic, plumber, electrician, baker, mason, tile setter, painter, television repairman, machinist	_____	_____
Office or Sales: such as store clerk, bank teller, bookkeeper, mailman, mail clerk, office worker, secretary, telephone operator, real estate or insurance agent	_____	_____
Manager or Owner: Such as farm owner, business owner, store or office manager, banker, government official, administrator	_____	_____
Professional or Technical: such as teacher, doctor, engineer, lawyer, social worker, accountant, musician, dentist, registered nurse, librarian, artist, actor, writer, engineering technician, science technician and health technician	_____	_____
Homemaker or Housewife full-time	_____	_____
I don't know	_____	_____

19. Is this college your:
(Mark one)

First choice	0
Second choice	0
Third choice	0
Less than third choice	0

20. How many colleges other than this one did you apply to?

No other	0
1	0
2	0
3	0
4	0
5	0
6 or more	0

21. How many acceptances did you receive?
(Mark one)

None	0	3	0
1	0	4	0
2	0	5 or more	0

22. Did you take part in any of the following special high school programs (outside of regular school work) designed to help prepare you for or get you into college or other types of schools? If the exact name of the program(s) you took part in is not listed below, please write the name(s) in the spaces after "Other (Please specify)".

(Mark one circle on each line)

	No	Yes
Upward Bound	0	0
College Readiness	0	0
College Bound	0	0
Educational Talent Search	0	0
ASPIRA	0	0
Project Opportunity	0	0
Educational Opportunity Program (EOP)	0	0
Project Access	0	0
A Better Chance ("ABC")	0	0

	No	Yes
Cooperative Vocational Education Program ("Co-op" Program)	0	0
High School Vocational Education Work-Study Program	0	0
Neighborhood Youth Corps ("NYC")	0	0
Other (Please specify_____)	0	0
Other (Please specify_____)	0	0

23. For the programs to which you answered "Yes" in Question 22, did you receive any of the following?

(Mark one circle on each line)

	No	Yes
Special courses designed to help you do better in high school courses or to prepare you for college courses	0	0
Tutoring	0	0
Help with getting into college or other types of schools (such as information about schools, help with applying, visits to campuses, etc.)	0	0
Special experiences (such as field trips to museums, concerts or plays)	0	0
Financial assistance for education beyond high school	0	0
Training in a vocation	0	0
Academic counseling	0	0
Personal counseling	0	0
Other (Please specify_____)	0	0
Other (Please specify_____)	0	0

24. How well do you feel that your high school prepared you in the following areas:
(Mark one in each row)

	Very Well	Fairly Well	Poorly
Mathematical skills	0	0	0
Reading and composition	0	0	0
Foreign language	0	0	0
Science	0	0	0
History, Social Science	0	0	0
Vocational skills	0	0	0
Music and artistic skills	0	0	0
Study habits	0	0	0

25. How do you rate the last high school that you attended with respect to the following services? If a service was not available or if you don't know if it was available check the appropriate column. If service was available mark rating which best applies.

(Mark only one circle on each line)

	Service Not Available	Don't Know If Service was Available	SERVICE IS AVAILABLE AND IS: Poor	Fair	Good	Excel-lent	Can' Rate
Help for students who are having trouble with subjects like math or reading	0	0	0	0	0	0	0
Help in finding a job	0	0	0	0	0	0	0
Counseling for personal problems	0	0	0	0	0	0	0
Career counseling	0	0	0	0	0	0	0
Counseling on choice, admission, and financial aid for colleges or other types of schools	0	0	0	0	0	0	0

26. How would you rate the last high school that you attended in each of the following areas?

(Mark one circle on each line)

	Poor	Fair	Good	Excel-lent	Uncer-tain
Types of programs offered (academic, vocational, etc.)	0	0	0	0	0
Range of courses offered	0	0	0	0	0
Range of extracurricular activities .	0	0	0	0	0
Quality of teaching	0	0	0	0	0
Teachers' interest in students	0	0	0	0	0
Counselors' interest in students . . .	0	0	0	0	0

27. When did you decide that you were going to college? (Mark one)

Always knew	0
In elementary school	0
In 7th, 8th or 9th grade	0
In 10th or 11th grade	0
In senior year of high school	0
After high school graduation	0
After involvement in pre-college program	0
Several years after high school	0
None of these	0

28. Do you have any concerns about your ability to finance your college education?
(Mark one)

None (I am confident that I will have sufficient funds) 0

Some concern (but I will probably have enough funds) 0

Major concern (not sure I will have the funds to complete college 0

INSTITUTE FOR SERVICES TO EDUCATION

FACULTY AND ADMINISTRATOR SURVEY FORM

Entry Level Skills Program

FACULTY AND ADMINISTRATOR SURVEY FORM*

DIRECTIONS: The Faculty and Administrator Survey Form is designed to provide background information on all staff participating in the 1979-1980 pilot study of the Entry Level Skills Program. No attempt will be made to identify individual responses and individual data will not be reported in any way.

Your responses will be read by an optical scan reader. Your careful observance of these few rules will be appreciated.

(1) Make heavy marks that fill the circles.

(2) Erase cleanly any answer you wish to change.

(3) Write only in designated areas.

(4) Answer all applicable questions.

SECTION 1. BACKGROUND INFORMATION

1. Your age is:
(Mark one)

Under 20	0	40 - 49	0
20 - 29	0	50 - 59	0
30 - 39	0	60 or over	0

2. Are you (Mark all that apply)

Black/Negro/Afro-American	0
American Indian	0
Asian-American/Oriental	0
Mexican American Chicano	0
Puerto Rican American	0
White/Caucasian	0
Other	0

3. Do you have a:
(Mark all that apply)

BS/BA degree	0
MS/MA degree	0
Ph.D./Ed.D degree	0
Other degree	0

4. How long have you been working at this institution?
(Mark one)

First Year	0
2 - 3 years	0
4 - 5 years	0
5 - 6 years	0
More than 6 years	0
Not applicable	0

* The items in this instrument were drawn from the 1978-79 ISE Faculty and Administrator Survey Form and the Institutional Goals Inventory of the Educational Testing Service.

5. Your employment status is:

Full-time 9-month appt.	0
Part-time 12 month appt.	0
Other	0

6. Your academic rank is:

Professor	0
Associate Professor	0
Assistant Professor	0
Instructor	0
None of these	0

7. Your position is:
(Mark all that apply)

Faculty Person	0
Academic Dean	0
Vice-President for Academic Affairs	0
Department Chairperson	0
Counselor	0
None of these	0

8. Your teaching load is:
(Mark one)

Less than 9 hours	0
9 credit hours	0
12 credit hours	0
15 credit hours	0
More than 15	0
None of these	0
Not Applicable	0

9. Your tenure status is:

Tenured	0
Non-tenured	0

10. Your major field is:
(Mark all that apply)

	BS/BA	Graduate
Arts and Humanities	0	0
Biological Sciences	0	0
Business	0	0
Education	0	0
Engineering	0	0
Physical Science	0	0
Health Science	0	0
Social Science	0	0
Computer Science	0	0
Communications	0	0
Mathematics	0	0
Other	0	0

11. Your responsibilities other than teaching include:
(Mark all that apply)

Student advisement	0
Coordination of student activities	0
Committee chairperson	0
Committee member	0
Administrator	0
Consulting	0
Public Service Activities	0
Other	0

12. Your previous work experience includes:
(Mark all that apply)

- Elementary teaching 0
- Secondary teaching 0
- Community College teaching 0
- College/University teaching 0
- Administration (Academic) 0
- Non-Academic Administration 0
- Educational Research 0
- None of these 0

13. You have had substantial on-hands experience in:
(Mark all that apply)

- Curriculum design 0
- Writing behavioral objectives 0
- Constructing criterion-referenced tests 0
- Competency-based education 0
- Mastery learning 0
- Developmental education 0
- Remedial education 0
- Conducting educational evaluations 0
- Information system development 0
- Conducting educational research 0
- None of these 0

14. You teach only:
(Mark all that apply)

- Freshman courses 0
- Freshman and sophomore courses 0
- Upperclass courses 0
- Graduate courses 0
- All of these 0
- None of these 0
- Not applicable 0

15. How many years have you worked with the ISE Curriculum and Faculty Development Program:
(Mark one)

- Less than a year 0
- 1 - 2 years 0
- 3 - 5 years 0
- More than 5 0
- Not Applicable 0

SECTION 2. ENTRY LEVEL SKILLS PROGRAM

16. Is your role in the ELSP that of: (Mark all that apply)

- Teaching faculty 0
- Counselor 0
- Director of Program 0
- Data coordinator 0
- Task force member 0
- None of these 0

17. What is your understanding of your role in the ELSP? (Mark one)

- Clear 0
- Somewhat clear 0
- Very clear 0
- Confused 0

18. Your involvement in the pilot study is:

- Voluntary 0
- Mandatory 0
- Supportive 0

19. In relation to other types of developmental education programs, the amount of work that you are required to do is: (Mark one)

- Moderate 0
- Manageable 0
- Excessive 0

20. Did you have an opportunity to participate in ELSP orientation and planning meetings:

Yes 0 No 0

If yes, did you participate in: (Mark all that apply)

- Pre-Summer Conference planning by your institution 0
- Pre-Summer Conference planning by ISE 0
- Summer Conference 0
- Post-Summer Conference planning at Dillard University 0
- Post-Summer Conference orientation and planning at your institution 0

21. You have been oriented to ELSP's: (Mark all that apply)

	Yes	No
Goals	0	0
Basic Assumptions	0	0
Instructional Materials	0	0
Testing Procedures	0	0
Recycling Procedures	0	0
Focus on cognitive skills	0	0
Accountability measures	0	0
Interaction with other institutional programs	0	0
Standardized test competency	0	0

22. Do you agree with ELSP's:
(Mark all that apply)

	Yes	No
Goals	0	0
Focus on Cognitive Skills	0	0
Focus on standardized test competency	0	0
Testing requirements	0	0
Documentation requirements	0	0
Design Process	0	0

SECTION 3. EDUCATIONAL GOALS

Directions: Indicate the extent that you agree with the following statements by responding Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) or Uncertain (U).

The ELSP should give special attention to these educatioal goals:

23.	To increase the desire and ability of students to undertake self-directed study.	0 SA	0 A	0 D	0 SD	0 U
24.	To help students identify their own personal goals and develop means of achieving them	0 SA	0 A	0 D	0 SD	0 U
25.	To help students prepare for advanced academic work (e.g., graduate and professional school).	0 SA	0 A	0 D	0 SD	0 U
26.	To encourage students to make concern about the welfare of all mankind a central part of their lives.	0 SA	0 A	0 D	0 SD	0 U
27.	To provide opportunities for students to prepare for specific occupational careers (e.g., engineering, health professions, business administration)	0 SA	0 A	0 D	0 SD	0 U
28.	To encourage students to become conscious of the important moral issues of our times.	0 SA	0 A	0 D	0 SD	0 U
29.	To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events.	0 SA	0 A	0 D	0 SD	0 U

30. To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution.	O SA	O A	O D	O SD	O U
31. To instill in students a lifelong commitment to learning.	O SA	O A	O D	O SD	O U
32. To insure that students who graduate have achieved some level of reading, writing and mathematics competency.	O SA	O A	O D	O SD	O U
33. To facilitate involvement of students in neighborhood and community-service activities.	O SA	O A	O D	O SD	O U
34. To provide educational experiences relevant to the evolving interest of women in America.	O SA	O A	O D	O SD	O U
35. To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their communities.	O SA	O A	O D	O SD	O U
36. To help students bring about change in American society.	O SA	O A	O D	O SD	O U
37. To insure that students acquire basic knowledge in the humanities, social sciences and natural sciences.	O SA	O A	O D	O SD	O U
38.To help students in deciding upon a vocational career.	O SA	O A	O D	O SD	O U
39. To help students be open, honest and trusting in their relationships with others.	O SA	O A	O D	O SD	O U
40. To increase students sensitivity to and appreciation of various forms of art and artistic expression.	O SA	O A	O D	O SD	O U
41. To contribute, through research, to the general advancement of knowledge.	O SA	O A	O D	O SD	O U
42. To develop students ability to synthesize knowledge from a variety of sources.	O SA	O A	O D	O Sd	O U

INSTITUTE FOR SERVICES TO EDUCATION

Entry Level Skills Program: Faculty Log

Name:_____ Title:_____

I.D. Number: _____ Course Title: _____

Subject: _____ Section: _____

Name of Institution: _____

Location of Institution: _____
(City) (State)

Academic Year: _____ Semester: First _____ Second _____

COURSE AND NUMBER

Instructor's Name

I. BACKGROUND INFORMATION

Age distribution:

Below 18 _____

18 _____

Over 18 _____

Residential status:

Campus _____

Off Campus _____

Employment status:

Employed Full-Time ____

Employed Part-Time ____

Not Employed ____

Course Load:

Less than 12 hrs. _____

12 to 18 hrs. _____

More more 18 hrs. _____

Student Financial Aid:

Yes ____ No ____

Other:

II. CLASS PERFORMANCE SUMMARY

Standardized Tests:

	Pre-Test (__/__)		Posttest (__/__)		%Gain
	Mean	S.D.	Mean	S.D.	
Reading	_____	_____	_____	_____	_____
Written English Expression	_____	_____	_____	_____	_____
Applied Arithmetic	_____	_____	_____	_____	_____
Computation	_____	_____	_____	_____	_____
Elementary Algebra	_____	_____	_____	_____	_____

Criterion-Referenced Tests (Mastery)

Units ____ to ____

Pre-Mastery (__/__/__) MINC: _____ %INC: _____

MCOR: _____ S.D.: _____

Post-Mastery (__/__/__) MINC: _____ %INC: _____

%Gain:_____ MCOR: _____ S.D.: _____

COMMENT: _____

Course and Number

Instructor's Name

SUMMARY OF INTERIM (UNIT) TEST RESULTS

Entry Level Skills Program

First Semester: _____ Second Semester: _____

Type of Administration	Interim Tests								
	1	2	3	4	5	6	7	8	9
Date	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)	(__/__/__)
Pre-Test:									
MINC									
%INC									
MCOR									
S.D.									
Post-Test:									
MINC									
%INC									
MCOR									
S.D.									
%GAIN:									

73

74

COMMENT: _____

Course and Number

Instructor's Name

CLASS PRESCRIPTION/CURRICULUM RECOMMENDATIONS

Entry Level Skills Program

Unit No. ____

SELECTED AREAS

Unit Objectives

I. Entire Class

Increased Emphasis

Delete coverage

II. Selected Students

Special Assignments

Tutoring

Extra class session

Objectives not covered

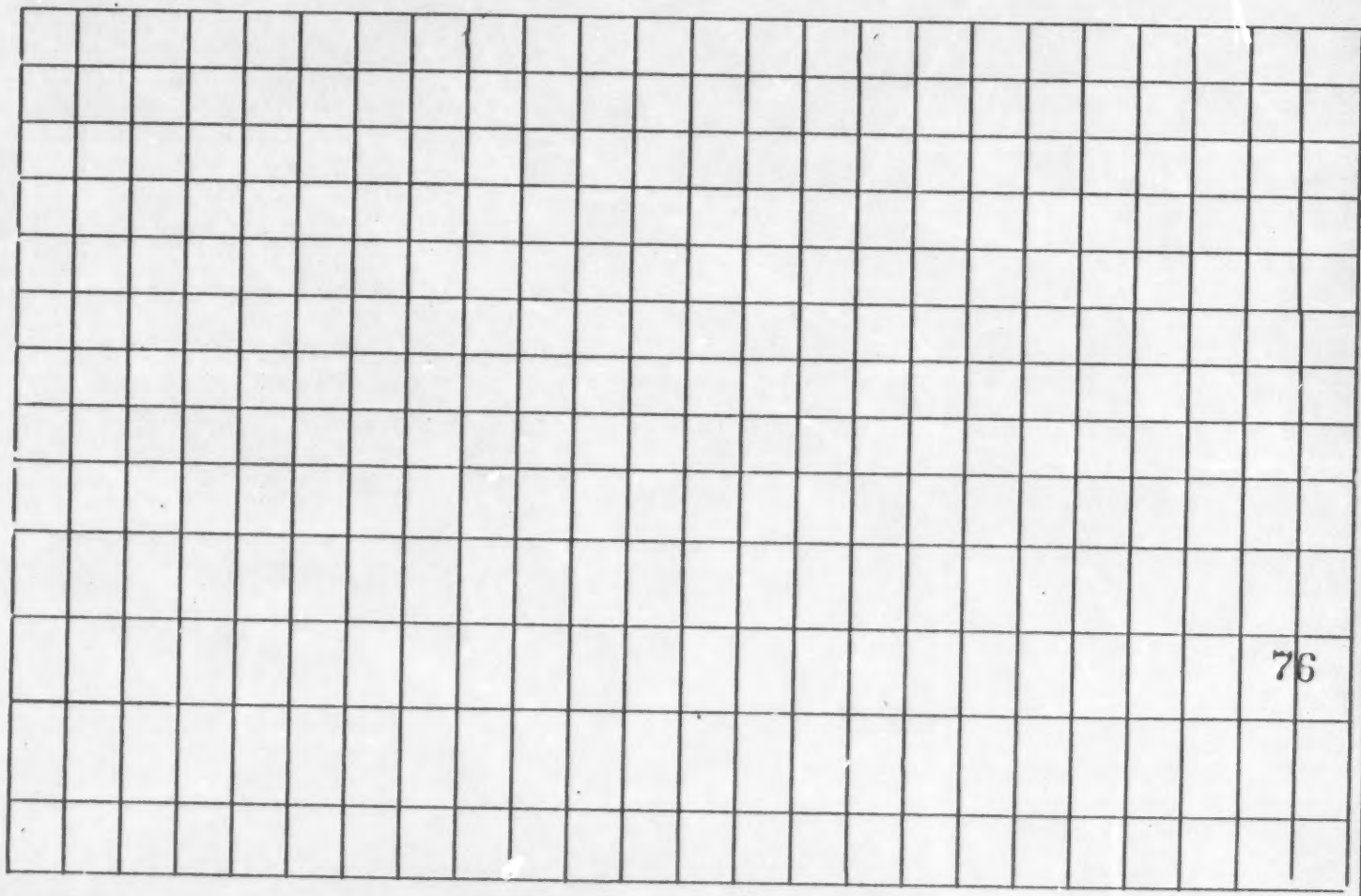
III. Recommended Changes in Objectives

Narrow statement of intent

Broaden statement of intent

75 Increase item mastery percentage

Decrease class mastery level



Course and Number

Instructor's Name

Unit Objectives

it No. _____

Decrease item mastery percentage

Increase class mastery percentage

Increase class mastery and decrease item mastery percentage

Resequence these objectives

Delete these objectives

. Recommended Changes in Instructional Materials

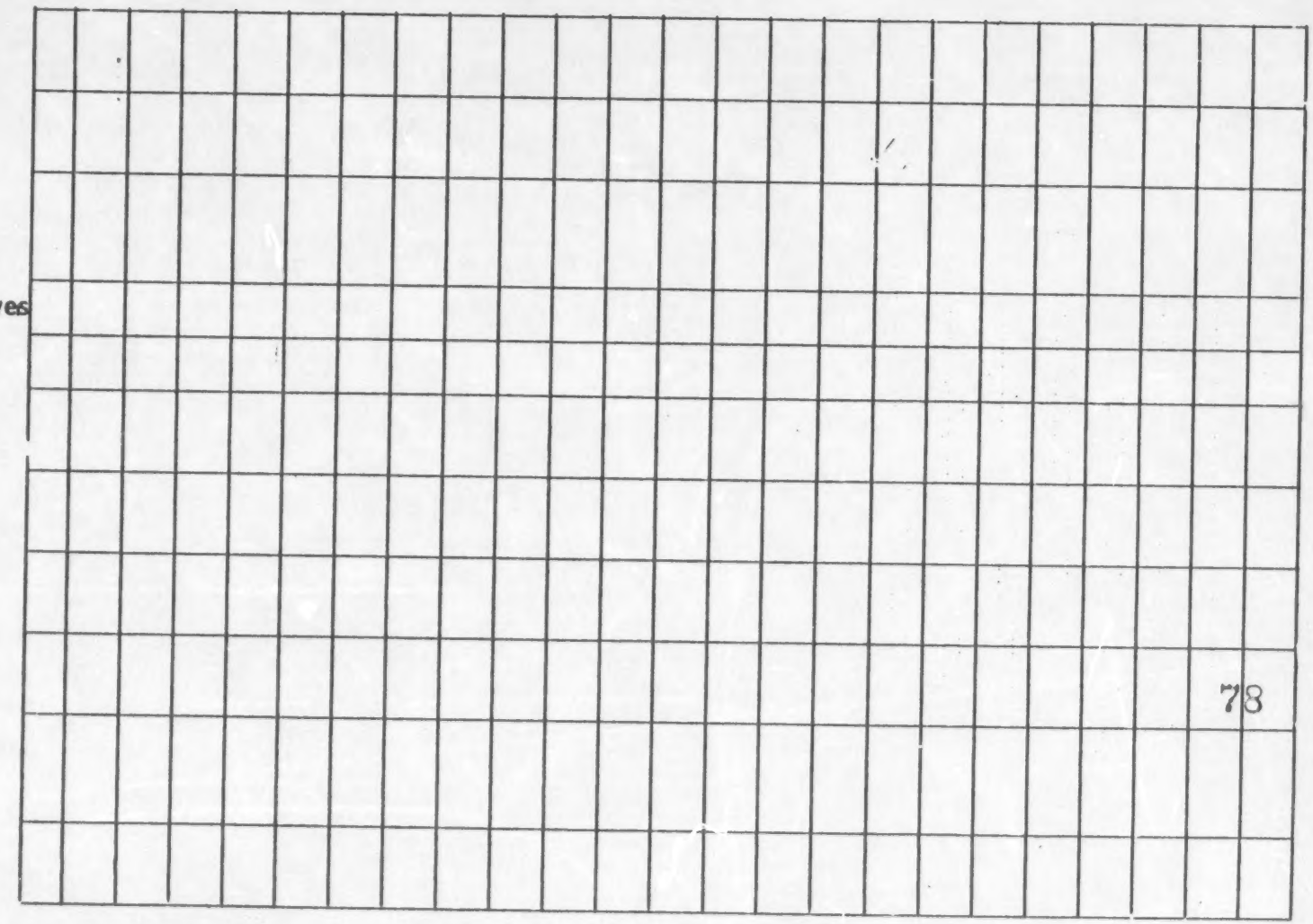
Broaden scope of content

Enhance readability level of content

Lower readability level of materials

Incorporate more experiences relevant to students

Enhance use of educational technology



Course and Number

Instructor's Name

SUMMARY OF CLASS ATTENDANCE

Entry Level Skills Program

First Semester: ____ Second Semester: ____

MONTH	Total Number of Students	Total Number of Class Sessions	Percent of Class in Attendance	Number of Drop-outs
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				

79

80

COMMENT:

Course and Number

Instructor's Name

SUMMARY OF STUDENT ATTRITION

Entry Level Skills Program

First Semester: _____ Second Semester: _____

Student I.D.	Name	Date Dropped Out	Reason Dropped Out
81			

OBSERVATIONS

In the process of any given classroom experience, a number of events occur which were not anticipated or which deserve special note because they were inconsistent with one's expectations (high or low) or they document or invalidate hypotheses which have been formulated. Examples of such observations include:

- too much or too little time specified for accomplishment of a given objective;
- student comments related to the effectiveness of a particular activity, instructional mode or new idea;
- high or low interaction level for a particular learning activity;
- a particular method that students used in group sessions to facilitate learning, understanding; and
- the developmental stages in student attitude formation (attitude toward learning generally, test taking, other students, other courses).

Additionally, faculty may wish to use the log to record progress made each day, along with recommendations for improved instructional planning.

Date	Objectives	Observations

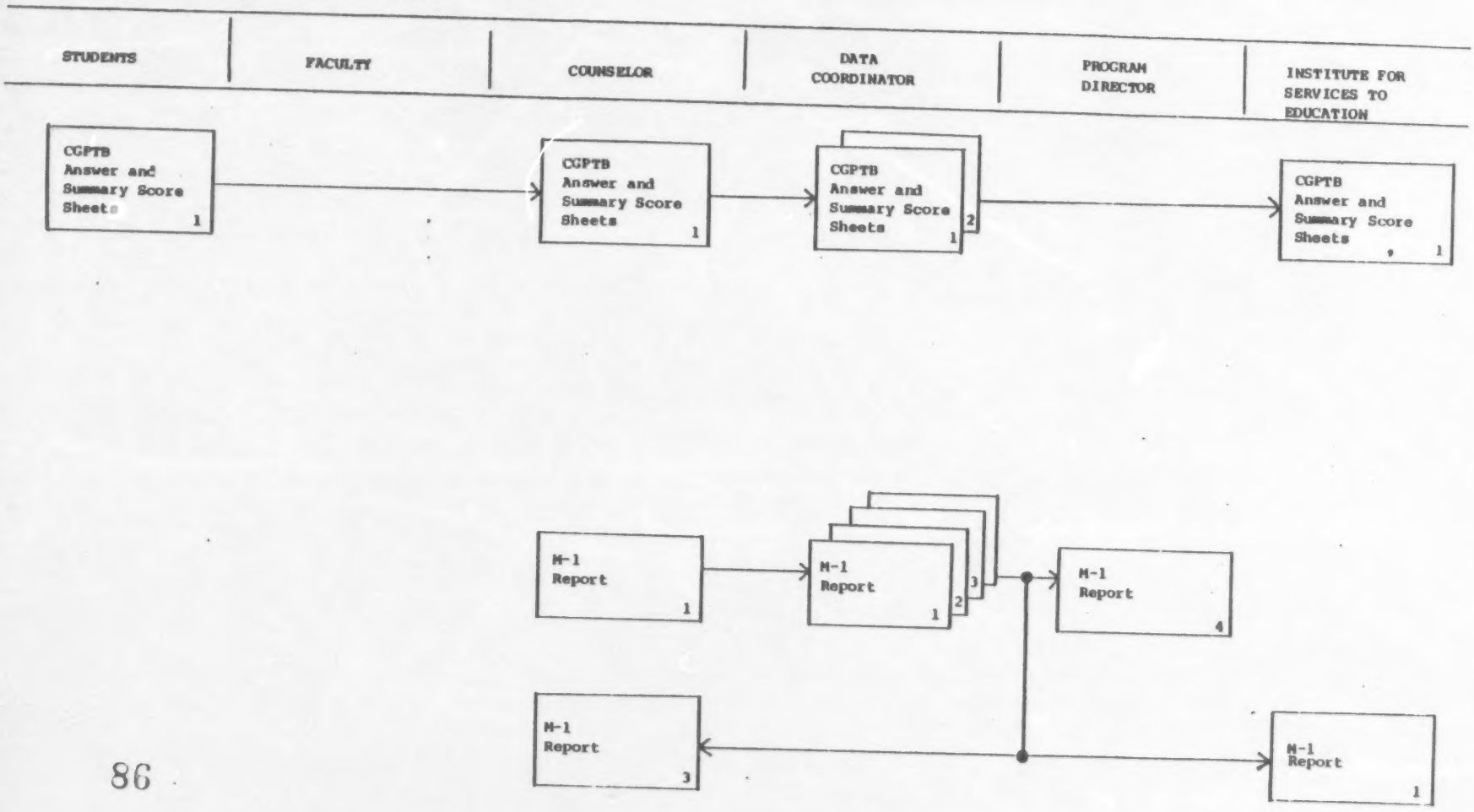
APPENDIX C

The flowcharts presented on the following pages suggest a flow of information process for managing the project. The charts which are self explanatory trace the movement of most management reports and other source documents from their point of origin through the various reponsible officials. Students faculty, counselors, data coordinators, program directors and ISE consultants all play a role in either generating, reviewing or analyzing project documents. The charts also indicate the number of copies of each document that are to be made available and identifies the office responsible for retaining each document.

It is essential that the role and responsibility of each individual involved in the process be clearly established as early as possible to insure adequate accountability and the efficient flow of information.

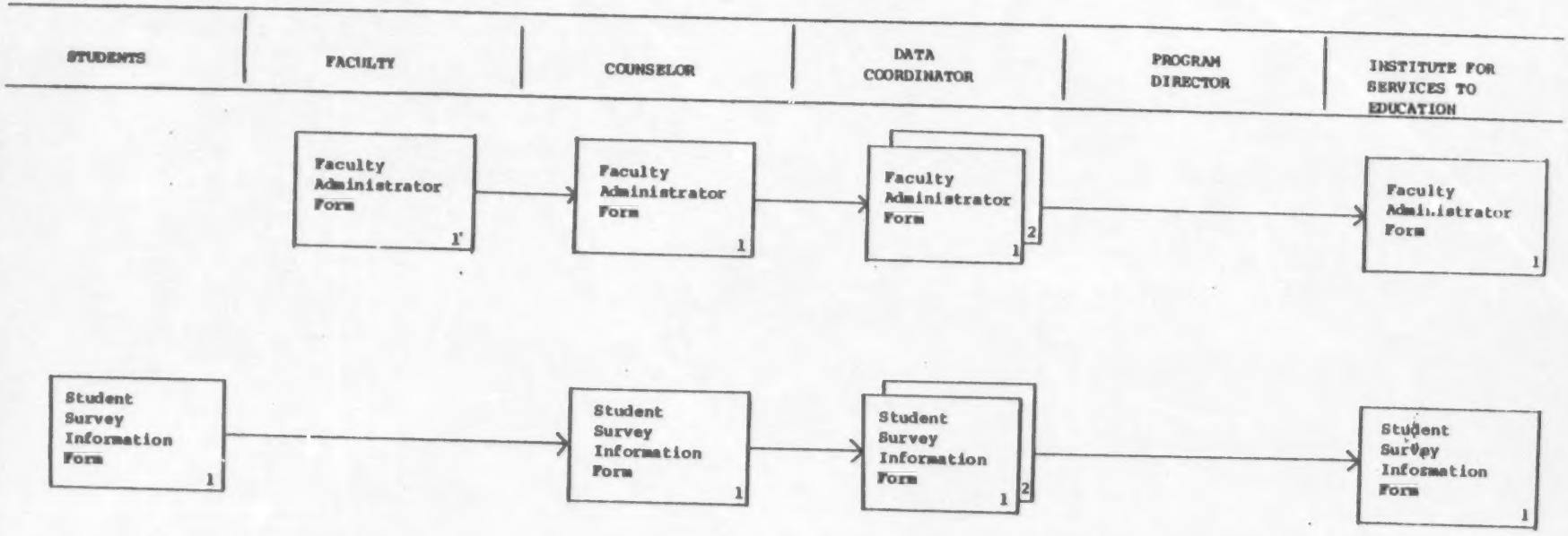
APPENDIX C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



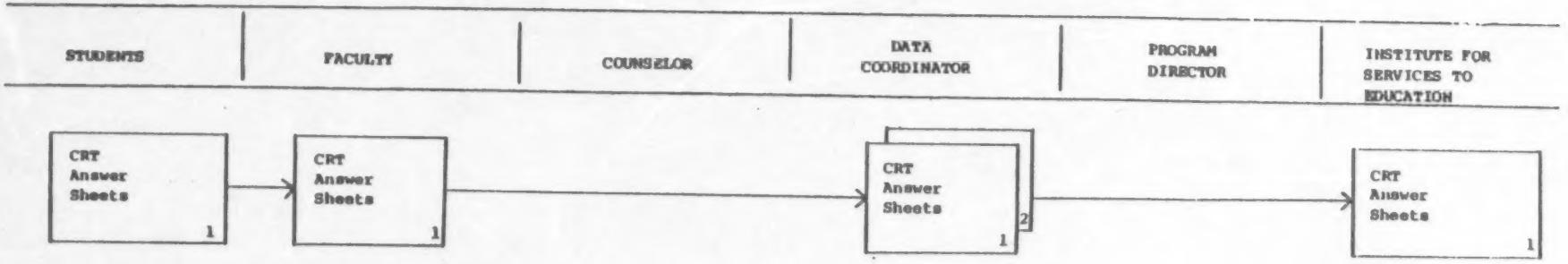
Appendix C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



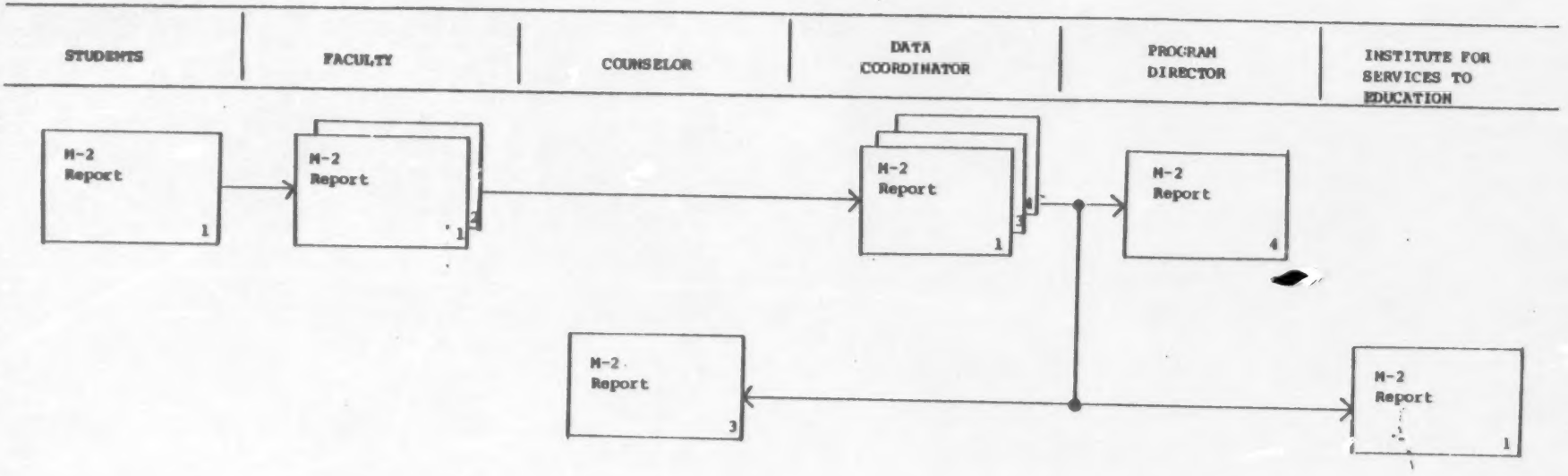
Appendix C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



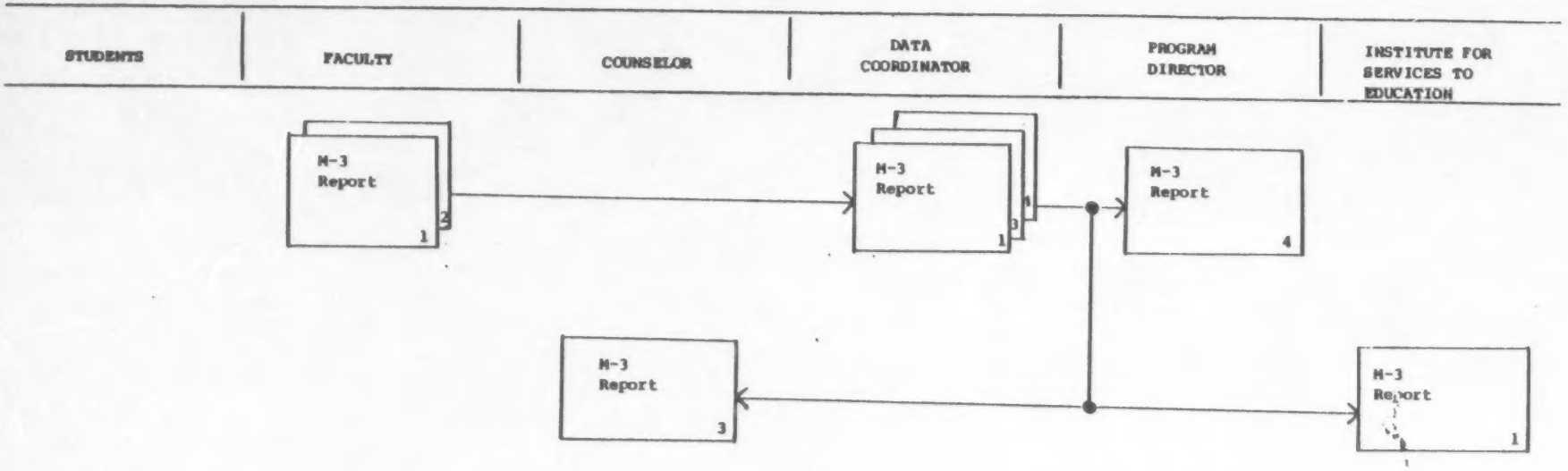
Appendix C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



Appendix C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



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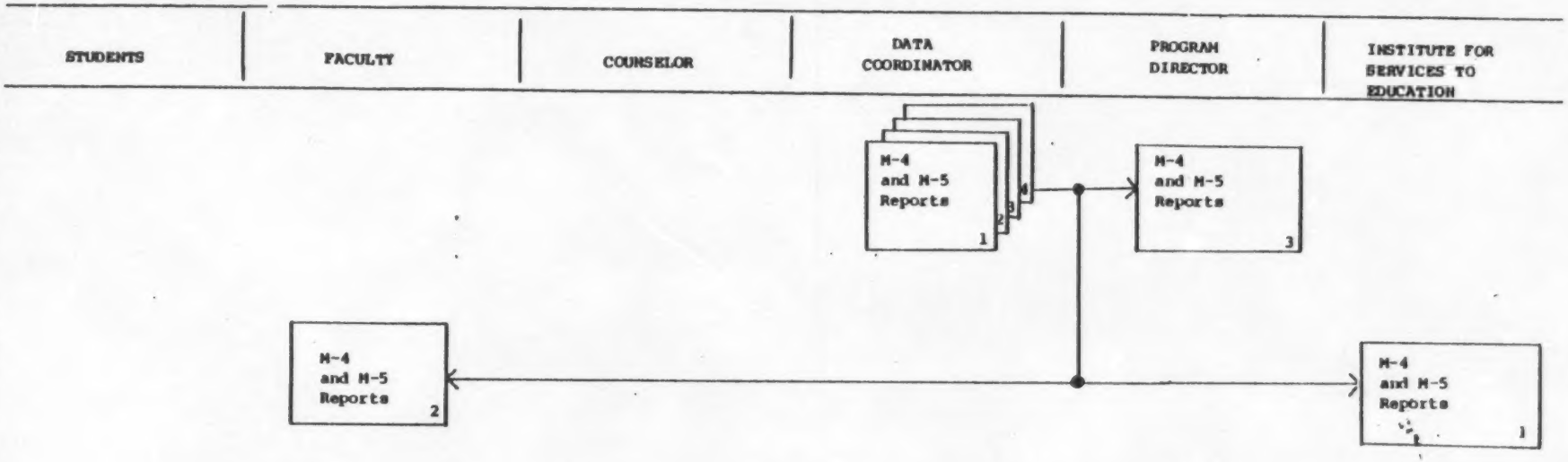
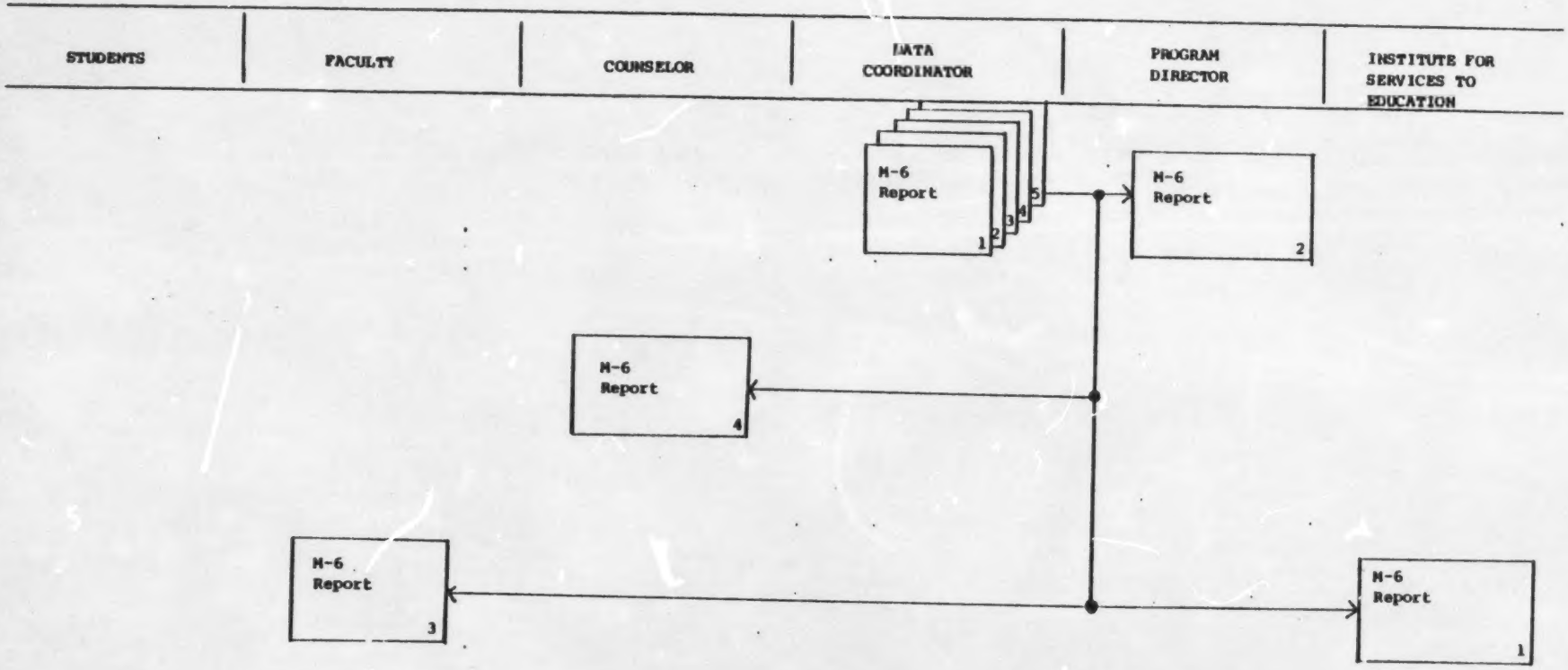
ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



Appendix C

ENTRY LEVEL SKILLS PROGRAM INFORMATION FLOW



APPENDIX D

The information management system of the ELSP readily lends itself to manual as well as automated data processing techniques. To facilitate this a data elements directory for the project has been designed. The directory has the following purposes:

- Provides a central source of information pertinent to the program;
- provides a uniform approach to data collection and dissemination;
- provides a system for classifying and summarizing data;
- provides a mechanism for identifying all test instruments and other documents utilized in the programmatic and administrative aspects of the project;
- provides a system for identifying and defining all data elements (information items) found in the project documents;
- provides a basic structure for the development of a data base (computerized system) for the project.

The data directory along with a users guide can be made available to participating institutions.

A coding structure that can be utilized in the automated data processing effort appears on the following pages. The coding structure identifies each document, and data element within these, with a unique numeric or alphanumeric code. The numbering system is quite flexible and allows for the addition or deletion of particular documents or data elements as necessary without altering the essential character of the coding sequence.

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

CRITERION REFERENCED TESTS

CODING RANGE	DOCUMENT
	Biology Mastery Test (Diagnostic CRT)
0101R-0199R	Student Responses - Pretest
0101P-0199P	Student Responses - Post-test
0101K-0199K	Response Key - Pre/Post test
	Biology CRT No. 1
0301R-0399R	Student Responses - Pretest
0301P-0399P	Student Responses - Post-test
0301K-0399K	Response Key - Pre/Post test
	Biology CRT No. 2
0501R-0599R	Student Responses - Pretest
0501P-0599P	Student Responses - Post-test
0501K-0599K	Response Key - Pre/Post test
	Biology CRT No. 3
0701R-0799R	Student Responses - Pretest
0701P-0799P	Student Responses - Post-test
0701K-0799K	Response Key - Pre/Post test
	Biology CRT No. 4
0901R-0999R	Student Responses - Pretest
0901P-0999P	Student Responses - Post-test
0901K-0999K	Response Key - Pre/Post test
	Mathematics Mastery Test (Diagnostic CRT)
1101R-1199R	Student Responses - Pretest
1101P-1199P	Student Responses - Post-test
1101K-1199K	Response Key - Pre/Post test
	Mathematics CRT No. 1 - Prime Numbers and Fractions
1301R-1399R	Student Responses - Pretest
1301P-1399P	Student Responses - Post-test
1301K-1399K	Response Key - Pre/Post test
	Mathematics CRT No. 2 - Decimals and Percents
1501R-1599R	Student Responses - Pretest
1501P-1599P	Student Responses - Post-test
1501K-1599K	Response Key - Pre/Post test
	Mathematics CRT No. 3 - Signed Numbers
1701R-1799R	Student Responses - Pretest
1701P-1799P	Student Responses - Post-test
1701K-1799K	Response Key - Pre/Post test

INSTITUTE FOR SERVICES TO EDUCATION, INC. OFFICE OF POLICY ANALYSIS AND RESEARCH	ENTRY LEVEL SKILLS PROGRAM DATA ELEMENTS DIRECTORY	DATE	PAGE

CODE	ELEMENT NAME	DESCRIPTION	SOURCE DOCUMENT	DESTINATION
	School Identification	The name of the institution participating in the program	Faculty Log, Institutional Survey	
003517	College	"	"	
003669	College	"	"	
003739	College	"	"	
003765	College	"	"	

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

CODING RANGE	DOCUMENT
	Mathematics CRT No. 4 - Algebraic Expressions and Exponents
1901R-1999R	Student Responses - Pretest
1901P-1999P	Student Responses - Post-test
1901K-1999K	Response Key - Pre/Post test
	Mathematics CRT No. 5 - Equation Solving
2101R-2199R	Student Responses - Pretest
2101P-2199P	Student Responses - Post-test
2101K-2199K	Response Key - Pre/Post test
	Mathematics CRT No. 6 - Graphs and Interpretation
2301R-2399R	Student Responses - Pretest
2301P-2399P	Student Responses - Post-test
2301K-2399K	Response Key - Pre/Post test
	Mathematics CRT No. 7 - Geometry and Measurement
2501R-2599R	Student Responses - Pretest
2501P-2599P	Student Responses - Post-test
2501K-2599K	Response Key - Pre/Post test
	Communications CRT Mastery Test - Reading
2701R-2799R	Student Responses - Pretest
2701P-2799P	Student Responses - Post-test
2701K-2799K	Response Key - Pre/Post test
	Communications CRT No. II - Reading-Building a Sound Vocabulary
2901R-2999R	Student Responses - Pretest
2901P-2999P	Student Responses - Post-test
2901K-2999K	Response Key - Pre/Post test
	Communications CRT No. III - Reading-Refining Comprehension Skills
3101R-3199R	Student Responses - Pretest
3101P-3199P	Student Responses - Post-test
3101K-3199K	Response Key - Pre/Post test
	Communications CRT Mastery Test - Grammar
3301R-3399R	Student Responses - Pretest
3301P-3399P	Student Responses - Post-test
3301K-3399K	Response Key - Pre/post test
	Communications CRT No. I - Grammar-Writing
3501R-3599R	Student Responses - Pretest
3501P-3599P	Student Responses - Post-test
3501K-3599K	Response Key - Pre/Post test

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

CODING RANGE	DOCUMENT
	Communications CRT No. II - Writing
3701R-3799R	Student Responses - Pretest
3701P-3799P	Student Responses - Post-test
3701K-3799K	Response Key - Pre/Post test
	Communications CRT No. III - Writing Punctuation
3901R-3999R	Student Responses - Pretest
3901P-3999P	Student Responses - Post-test
3901K-3999K	Responses Key - Pre/Post test
	Communications CRT No. IV - Writing Paragraph Development
4101R-4199R	Student Responses - Pretest
4101P-4199P	Student Responses - Post-test
4101K-4199K	Response Key - Pre/Post test

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM (CGPP)

CODING RANGE	DOCUMENT
6000R-6099R	Score Summary Sheet - Pretest
6000P-6099P	Score Summary Sheet - Post-test
	Reading Placement Test
6101R-6199R	Student Responses - Pretest
6101P-6199P	Student Responses - Post-test
6101K-6199K	Response Key - Pre/Post test
	Written English Expression Placement Test
6201R-6299R	Student Responses - Pretest
6201P-6299P	Student Responses - Post-test
6201K-6299K	Response Key - Pre/Post test
	Computation Placement Test
6301R-6399R	Student Responses - Pretest
6301P-6399P	Student Responses - Post-test
6301K-6399K	Response Key - Pre/Post test
	Applied Arithmetic Placement Test
6401R-6499R	Student Responses - Pretest
6401P-6499P	Student Responses - Post-test
6401K-6499K	Response Key - Pre/Post test
	Elementary Algebra Placement Test
6501R-6599R	Student Responses - Pretest
6501P-6599P	Student Responses - Post-test
6501K-6599K	Response Key - Pre/Post test

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

ADMINISTRATIVE REPORTS

DOCUMENT

M-1 - Results of Comparative Guidance and Placement Test (CGPT

M-2 - Class Performance Analysis (CRT)

M-3 - Item Analysis (CRT)

M-4 - Comparison of Pre and Post CRT Scores

M-5 - Frequency Distribution of Total Correct Responses

M-6 - Cumulative Percentage (%) Gain in CRT Performance

CODING RANGE

10001-20099	Pretest Analysis
11001-21099	Post-test Analysis
001486-003765	Institution Identification

INSTITUTE FOR SERVICES TO EDUCATION, INC.
OFFICE OF POLICY ANALYSIS AND RESEARCH

ENTRY LEVEL SKILLS PROGRAM
DATA ELEMENTS DIRECTORY

CODING STRUCTURE

- INSTITUTIONAL REPORTS

CODING RANGE	DOCUMENT
91001-91099	Student Information Survey Form
92001-92099	Faculty and Administrator Survey Form
93001-93099	Institutional Inventory
94001-94099	Faculty Log